

Stage 3 Learning From Home Plan - Term 3, Week 10



All tasks can be found in Google Classroom. Go to the Classwork page and look under each day's heading. If you do not have access to a device or Internet, you can complete the tasks described below on paper or using the attached worksheet. Where possible, please turn in all tasks through Google Classroom by attaching either a file or photo of your work.

MONDAY 13 th September	TUESDAY 14 th September 9:00am ZOOM	WEDNESDAY 15 th September	THURSDAY 16 th September 9:00am ZOOM	FRIDAY 17 th September
SPELLING				
Learning Intention: To recognise the sound pattern in my spelling words and other words.				
<ul style="list-style-type: none"> Read your words aloud with an adult. Highlight your personal spelling words. Write your spelling words and check carefully. Complete the <i>Spelling Word Search</i>. 	<ul style="list-style-type: none"> Read your words aloud. Write your spelling words and check carefully. Complete one activity from the <i>Word Work</i> grid. Try not to repeat an activity from last week. 	<ul style="list-style-type: none"> Read your words aloud. Write your spelling words and check carefully. Complete one activity from the <i>Word Work</i> grid. Try not to repeat an activity from last week. 	<ul style="list-style-type: none"> Read your words aloud. Write your spelling words and check carefully. Complete one activity from the <i>Word Work</i> grid. Try not to repeat an activity from last week. 	<ul style="list-style-type: none"> Complete one activity from the <i>Word Work</i> grid. Try not to repeat an activity from last week. Have a family member test you on your spelling words.
GRAMMAR			HANDWRITING	
Learning Intention: To identify abstract and collective nouns.			Learning Intention: To practice cursive handwriting.	
Abstract Nouns <ul style="list-style-type: none"> Write 10 sentences using abstract nouns (one per sentence). Use nouns from the list provided on the <i>Abstract Nouns</i> worksheet or come up with your own. 	Collective Nouns <ul style="list-style-type: none"> Complete the worksheets: <i>Matching Collective Nouns</i> and <i>Using Collective Nouns in a Sentence</i> 	Grammar Scattegories <ul style="list-style-type: none"> Categories: abstract noun, proper noun, collective noun, adjective, verb, adverb You have 1 minute to come up with a word for each category that starts with a given letter. 	Cursive <ul style="list-style-type: none"> Re-write a short text of your choice in your best cursive handwriting. Use a pen on lined paper and aim to write about 10 sentences in total. 	Typing Club <ul style="list-style-type: none"> Go to: www.typingclub.com Complete 2 touch typing lessons. Note: You do not need to log in. You can use the free version of the website.
READING				LIBRARY
Learning Intention: To infer meaning from a video text.				
Telling Dean <ul style="list-style-type: none"> Watch: <i>Game On! Episode 4 Telling Dean</i> (link in Google Classroom) Complete the: <i>Episode 4 Telling Dean Questions</i> If you can, watch this episode again, with a parent. 	Asking Claudia <ul style="list-style-type: none"> Watch: <i>Game On! Episode 5 Asking Claudia</i> (link in Google Classroom) Complete the: <i>Episode 5 Asking Claudia Questions</i> If you can, watch this episode again, with a parent. We will discuss the Game On episodes in today's Zoom session. 	Comic Strip <ul style="list-style-type: none"> The <i>Game On!</i> series includes 4 different storylines: <ul style="list-style-type: none"> Ryan and the "free" ringtones Dean's obsession with <i>Star Warriors</i> Grace sharing her password Ollie's online photographs Select ONE of these storylines and retell the events using the <i>Comic Strip</i> template. 	Review <ul style="list-style-type: none"> What are the key messages the <i>Game On!</i> series tries to teach the viewer? (Hint: There are FOUR of them.) Who is the target audience for this series? Write a review of the <i>Game On!</i> series. In your review comment on the events in the series, the key messages and how effective you believe the series is in conveying these messages to their target audience. 	<ul style="list-style-type: none"> Listen to <i>Our Home, Our Heartbeat</i> by Adam Briggs on Storybox Online (link in Google Classroom) Think about the sort of legend you want to be when you grow up and the things you hope to achieve. Fill the picture frame template with words and images that inspire you. Images can be handwritten, drawn or cut from newspapers or magazines.

WRITING	Learning Intention: To research and write an informative book about one animal and its adaptations.			
<p>Publish</p> <ul style="list-style-type: none"> Continue working on the <i>Stage 3 Research and Writing Task – Animal Adaptations</i> Aim to complete the following pages in Book Creator: <ol style="list-style-type: none"> Front Cover Contents Page Name and classification of your animal Use the <i>Task Instructions</i> and the <i>Task Marking Rubric</i> to make sure you have included everything you need. 	<p>Publish</p> <ul style="list-style-type: none"> Continue working on the <i>Stage 3 Research and Writing Task – Animal Adaptations</i> Aim to complete the following pages in Book Creator: <ol style="list-style-type: none"> Description of their environment Physical appearance Diet Use the <i>Task Instructions</i> and the <i>Task Marking Rubric</i> to make sure you have included everything you need. 	<p>Publish</p> <ul style="list-style-type: none"> Continue working on the <i>Stage 3 Research and Writing Task – Animal Adaptations</i> Aim to complete the following pages in Book Creator: <ol style="list-style-type: none"> Structural adaptations Physiological adaptations Behavioural Adaptations Use the <i>Task Instructions</i> and the <i>Task Marking Rubric</i> to make sure you have included everything you need. 	<p>Publish</p> <ul style="list-style-type: none"> Continue working on the <i>Stage 3 Research and Writing Task – Animal Adaptations</i> Aim to complete the following pages in Book Creator: <ol style="list-style-type: none"> Glossary List of sources Back cover Use the <i>Task Instructions</i> and the <i>Task Marking Rubric</i> to make sure you have included everything you need. 	<p>Publish</p> <ul style="list-style-type: none"> Finish your <i>Stage 3 Research and Writing Task – Animal Adaptations</i> Using the <i>Task Marking Rubric</i>, evaluate your final product and highlight the box in each row that best describes your book.
MATHS	Learning Intention: To identify line and rotational symmetry in two dimensional shapes. To reflect, translate and rotate two-dimensional shapes.			
<p>Mentals</p> <ul style="list-style-type: none"> Complete Think Mentals, Unit 24, Day 1 OR complete 1 column of <i>All Operations E</i> 	<p>Mentals</p> <ul style="list-style-type: none"> Complete Think Mentals, Unit 24, Day 2 OR complete 1 column of <i>All Operations E</i> 	<p>Mentals</p> <ul style="list-style-type: none"> Complete Think Mentals, Unit 24, Day 3 OR complete 1 column of <i>All Operations E</i> 	<p>Mentals</p> <ul style="list-style-type: none"> Complete Think Mentals, Unit 24, Day 4 OR complete 1 column of <i>All Operations E</i> 	<p>Mentals</p> <ul style="list-style-type: none"> Complete Think Mentals, Unit 24, Day 5 OR complete 1 column of <i>All Operations E</i>
<p>Line Symmetry</p> <ul style="list-style-type: none"> Watch: <i>Shapes - Lines of Symmetry</i> (link in Google Classroom) Complete the worksheet: <i>Transformation, tessellation and symmetry - symmetry</i> 	<p>Rotational Symmetry</p> <ul style="list-style-type: none"> Watch: <i>How to Find the Order of Rotational Symmetry</i> (link in Google Classroom) Complete the worksheet: <i>Rotational symmetry</i> 	<p>Rangoli Patterns</p> <ul style="list-style-type: none"> Complete the activity: <i>Rangoli Patterns</i> (using rotational Symmetry) 	<p>Transformations A</p> <ul style="list-style-type: none"> <i>This activity will be included in today's Zoom session.</i> Look at the <i>Reflection, Translation, Rotation</i> poster Write a brief explanation, in your own words, of a: <ul style="list-style-type: none"> Reflection (flip) Translation (slide) Rotation (turn) Complete the worksheet: <i>Translations, Reflections and Rotations A</i> 	<p>Transformations B</p> <ul style="list-style-type: none"> Complete the worksheet: <i>Transformation, tessellation and symmetry - transformation</i>
<p>Mathletics</p> <ul style="list-style-type: none"> 2 x Mathletics tasks 	<p>Mathletics</p> <ul style="list-style-type: none"> 2 x Mathletics tasks 	<p>Mathletics</p> <ul style="list-style-type: none"> 2 x Mathletics tasks 	<p>Mathletics</p> <ul style="list-style-type: none"> 2 x Mathletics tasks 	<p>5 Minute Multiplication Frenzy</p> <ul style="list-style-type: none"> Complete the <i>5 Minute Multiplication Frenzy</i>.

PDH

Personal Digital Devices

- Complete Game On activity 5: *Personal Digital Devices*

Learning Intention: To recognise strategies for staying safe online.

Online Life

- Complete Game On activity 6: *Do you live your life online?*

Screen Time

- Complete Game On activity 7: *Screen Time versus Green Time*

PDH

Festival of Fruit and Veg

- Create and illustrate some fruit and vegetable puns to celebrate the *Festival of Fruit and Veg*.

FINISHING OFF

- Catch up on any unfinished tasks.
- Upload images of any tasks completed on paper to Google Classroom and turn in the assignment.
- Check that all of this week's assignments have been turned in on Google Classroom.

PE/FITNESS

PE/Fitness

- Complete the *Week 10 PE* lesson provided by Mrs Trotter today.
- Complete approximately 30 minutes of physical activity each day.

CAPA/PDH/STEM

Free Choice Rubric

- Select and complete one activity from the *Free Choice Rubric*.
- Year 6 students may complete activities from the *Lake High Transition Wellbeing Google Classroom* to count towards this task.

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